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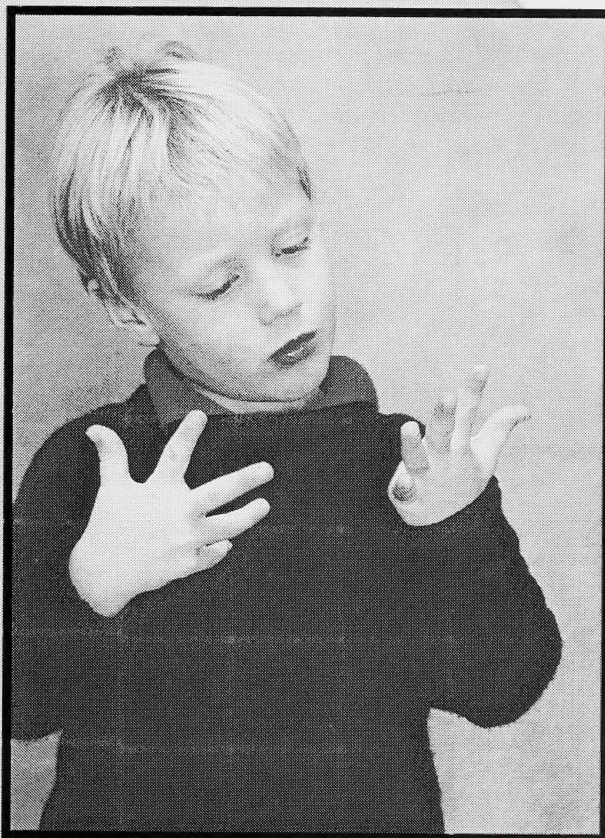
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Grade One

Mathematics Module 1



Assignment Booklet 1A



**Distance
Learning**

FOR TEACHER'S USE ONLY

Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics
Assignment Booklet 1A
Module 1
Learning Technologies Branch
ISBN 0-7741-1777-X

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Grade One Mathematics – Assignment Booklet 1A

Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you
will appear like this.

Text for you and the student
will appear like this.

Mathematics 1**Assignment Booklet 1A**

Day 4**Assignment 2 (continued)**

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


Step 3: Give the student two black and two white sheep pictures and the field picture from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.


Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued

15



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Day 1

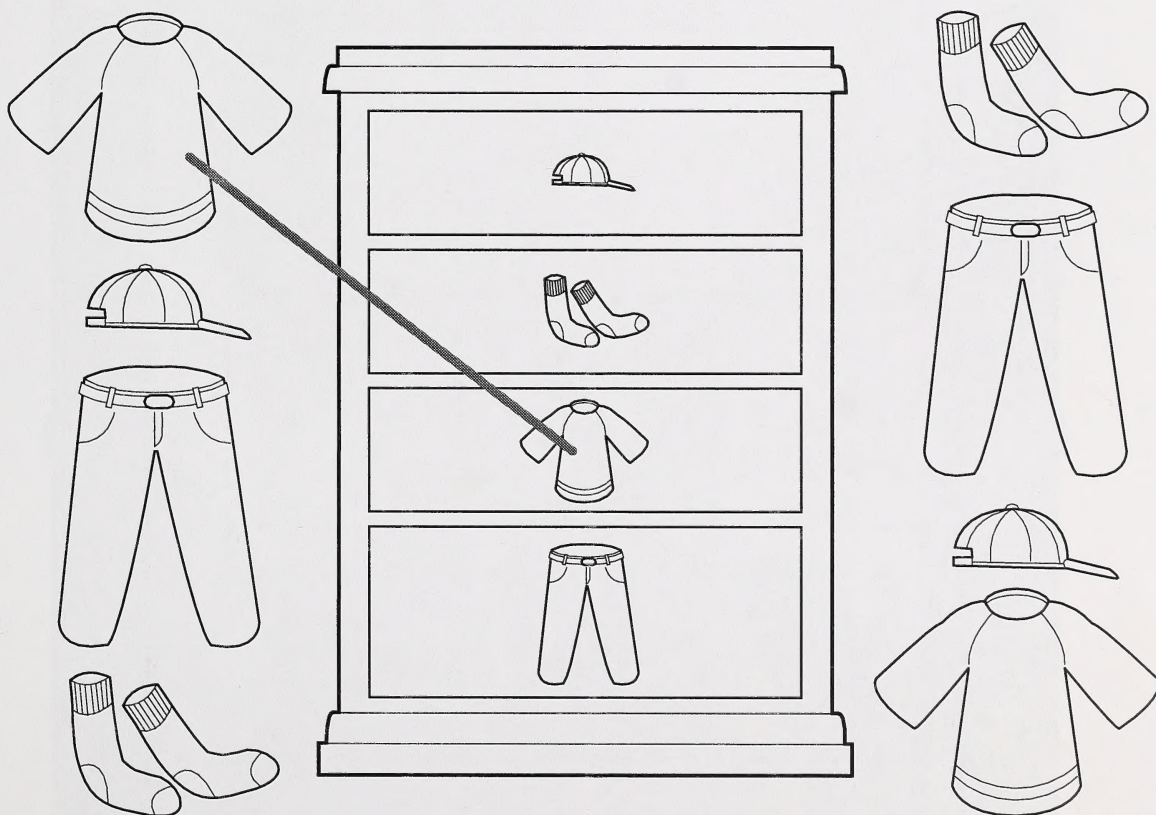
Assignment 1

Sorting John's Clothes

Help John **sort** his clothes.

Draw a **straight line** from **each** item of clothing to the drawer that it belongs in.

One is done for you, as an example.

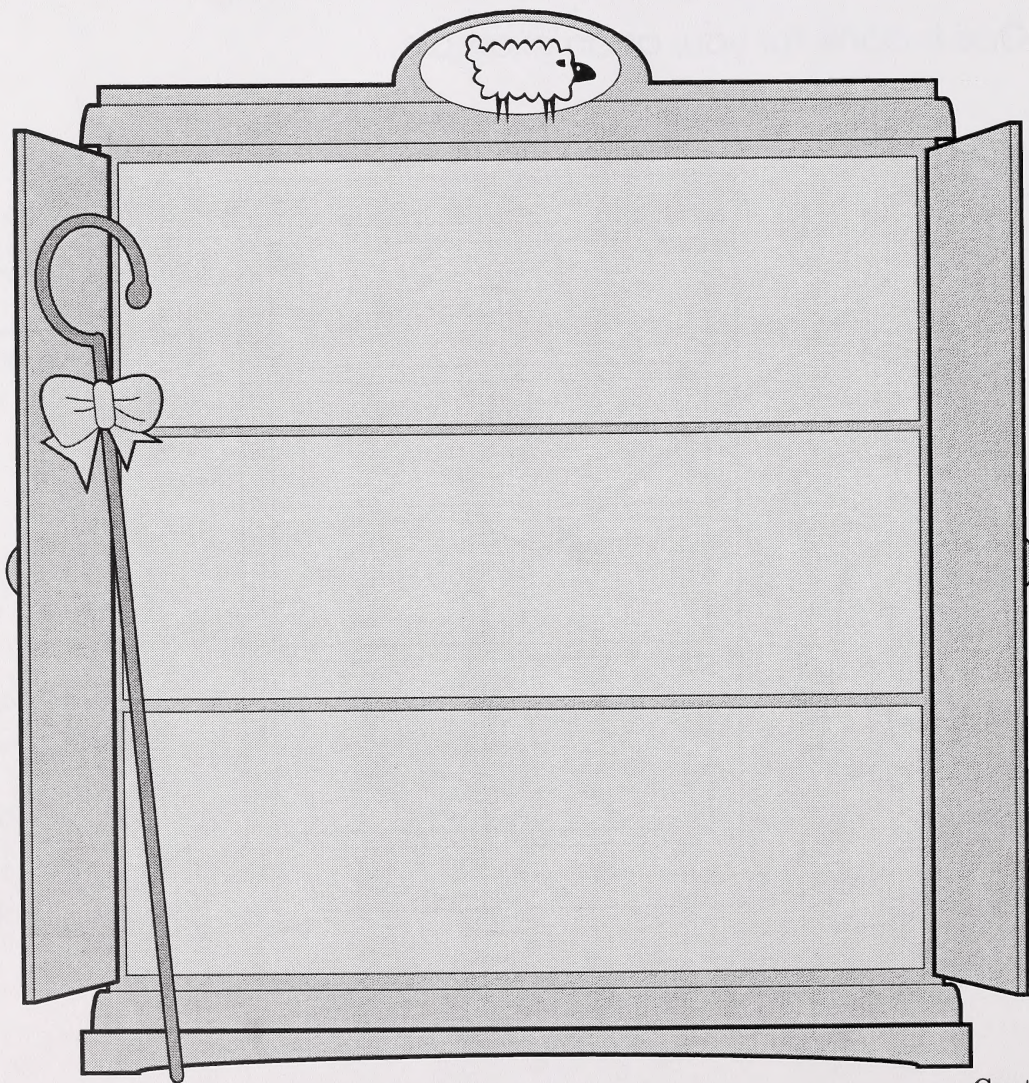


Day 1

Assignment 2

Sorting Mary's Things

Remove the following page from the Assignment Booklet, and follow the directions to cut apart the pictures. **Sort** the pictures into three sets. Glue each **set** onto one shelf **below**. Let the glue dry before closing your Assignment Booklet.



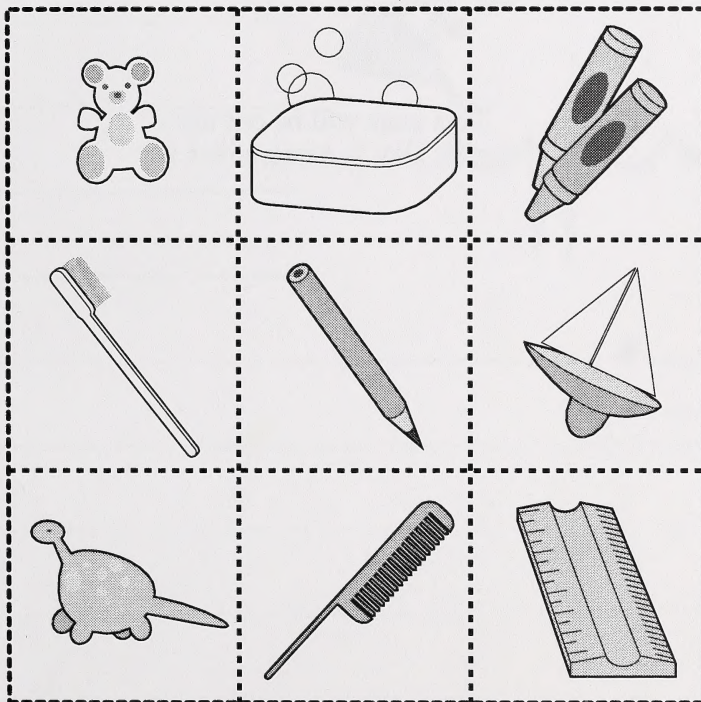
Continued

Day 1

Assignment 2 (continued)

Sorting Mary's Things

Cut on the **broken lines** to **separate** the pictures. Then follow the directions on the page before this one.



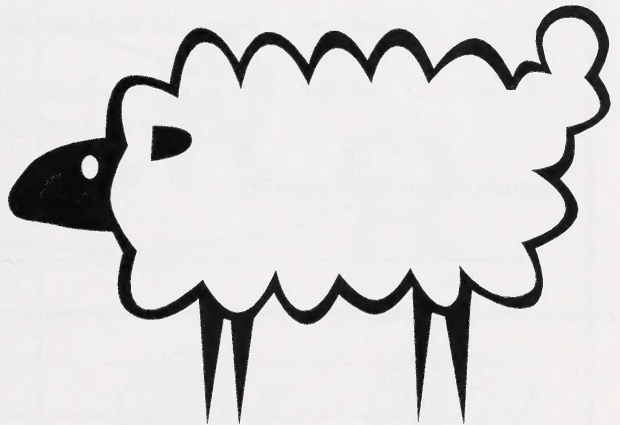
Continued

This page will be cut up
during Day 1: Assignment 2.

Day 1**Assignment 2** (continued)**My Sorting Rules**

Say the following. Then print the student's responses on the lines below.

Now tell your teacher how you sorted Mary's things.



Day 1

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- sort objects into sets

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Does the student understand the idea of sets?

☐ yes ☐ not yet Does the student understand what a **sorting rule** is and apply one in a variety of situations?

Additional Comments

Student's Thoughts

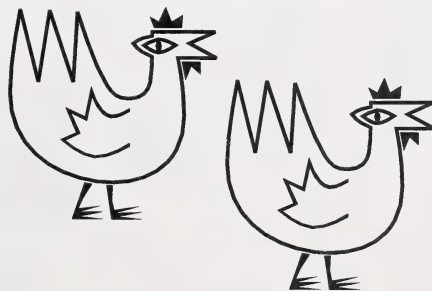
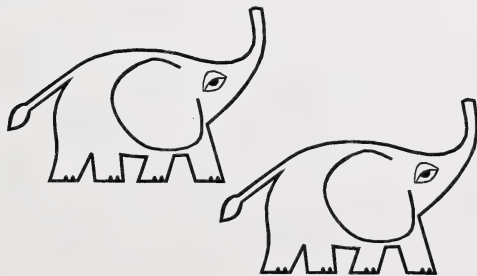
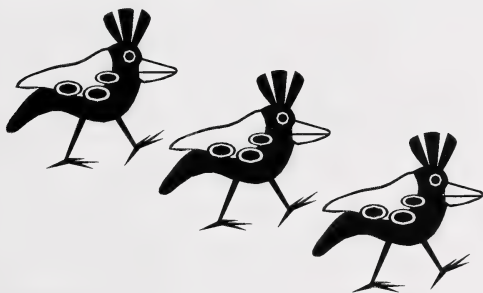
Day 2

Assignment 1

Matching Equivalent Sets

Draw lines to **match** the members of the sets.

One is done for you, as an example.



Day 2

Assignment 2

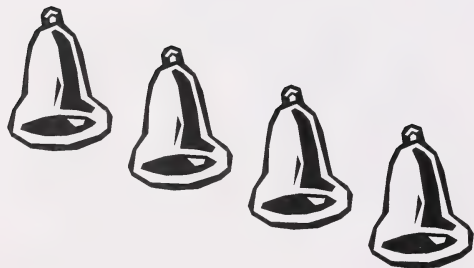
Drawing Equivalent Sets

Choose your favourite **shape**.

Use this shape to draw an **equivalent set** to match the fish set.



Use a different shape to draw an **equivalent set** to match the bell set.



Day 2

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- match equivalent sets
- draw equivalent sets

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to match equivalent sets?

☐ yes ☐ not yet Was the student able to draw equivalent sets?

Additional Comments

Student's Thoughts

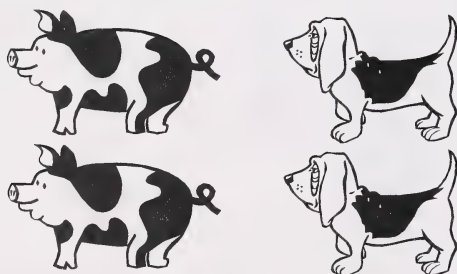
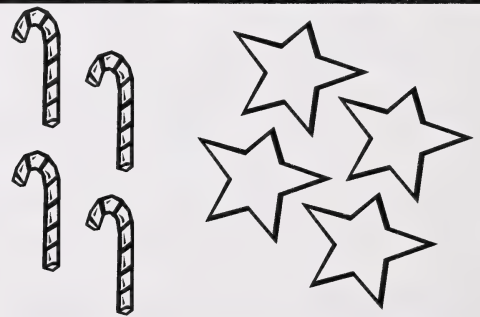
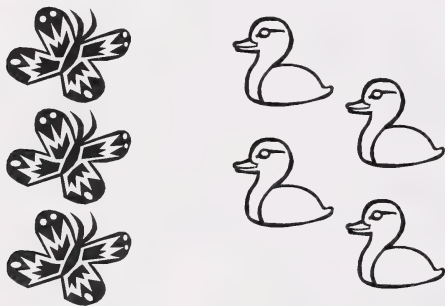
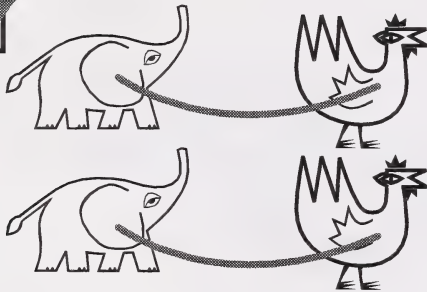
Day 3

Assignment

Draw lines to **match** the **members** of the two sets in each box.

If the sets are **equivalent**, put a **check mark** (✓) in the box ☐.

One is done for you, as an example.



Day 3

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify equivalent sets by matching members of sets

Check **yes** or **not yet** for the question.

☐ yes ☐ not yet Was the student able to match equivalent sets?

Additional Comments

Student's Thoughts

Day 4

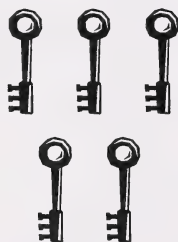
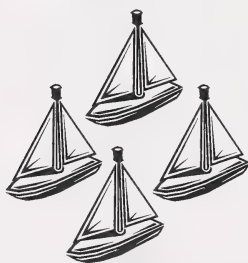
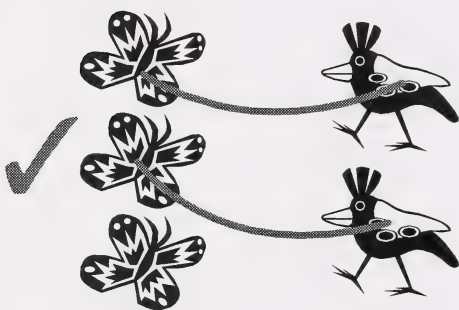
Assignment 1

Identifying Sets with More Members

Draw lines to match the members of the two sets in each box.

Put a check mark (✓) **beside** the set with **more** objects. If the sets are **equivalent**, or the **same**, do not put a check mark.

One is done for you, as an example.



Day 4

Assignment 2

Step 1: Ask the student to draw and colour a picture of a barn and a big field in the space below.

Continued

This page will be the back of the student's drawing
of a barn and a field for Day 4: Assignment 2.

Leave this page in the Assignment Booklet.

Day 4

Assignment 2 (continued)

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.

Step 3: Give the student two black and two white **sheep pictures** and the **field picture** from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to this story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

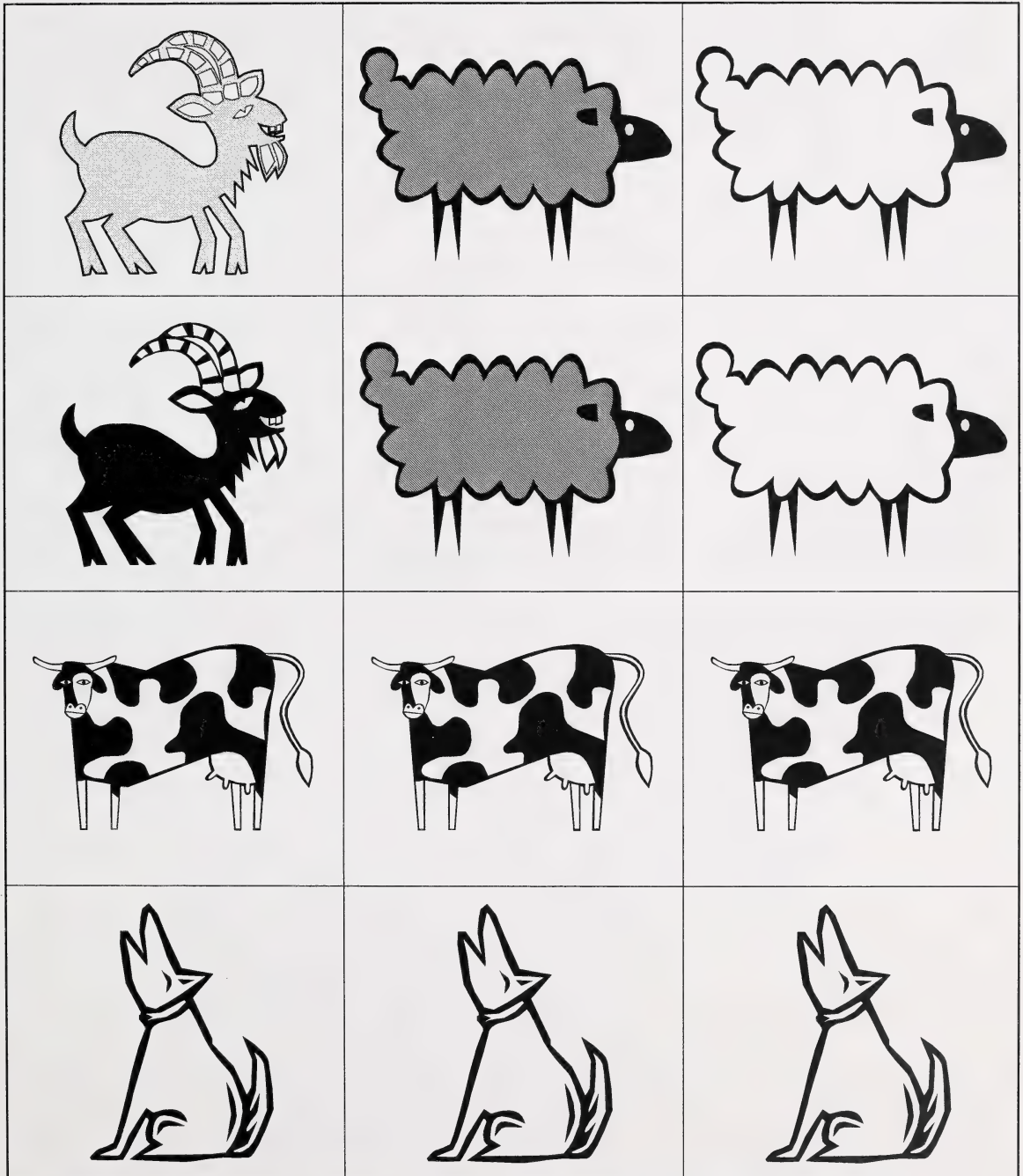
Draw lines to **match** the members of each set to find out.

Continued

This page will be removed during
Day 4: Assignment 2.

Day 4

Assignment 2 (continued)

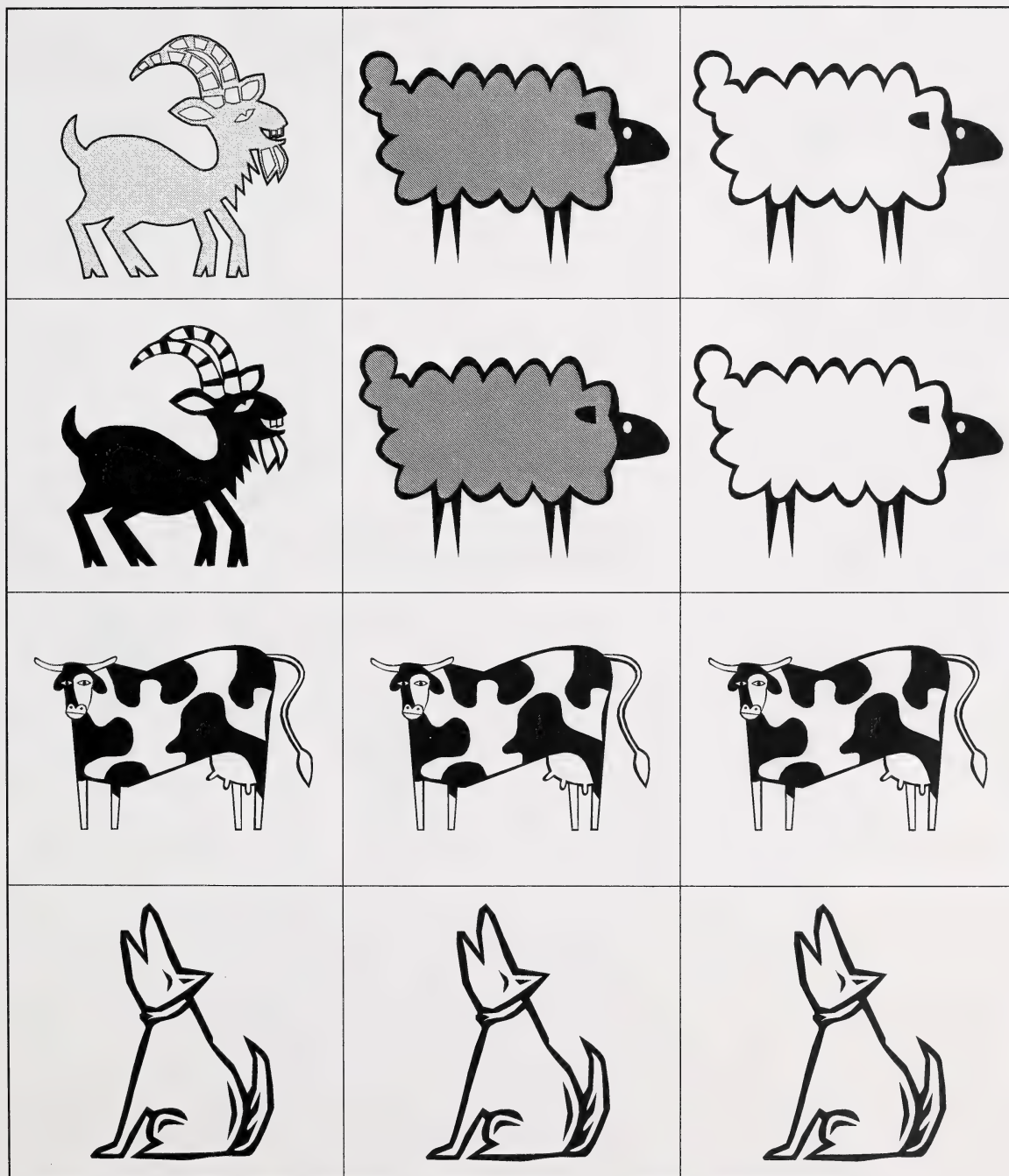


Continued

This page will be cut up during
Day 4: Assignment 2.

Day 4

Assignment 2 (continued)



This page will be cut up during
Day 4: Assignment 2.

Day 4

Assignment 3

Drawing Sets with More Members

Draw **another** set with **more** members in the box **beside** each set.



Day 4

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify sets with more and fewer members
- draw sets with more members

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to identify sets with more and fewer members?

☐ yes ☐ not yet Was the student able to draw sets with more members?

Additional Comments

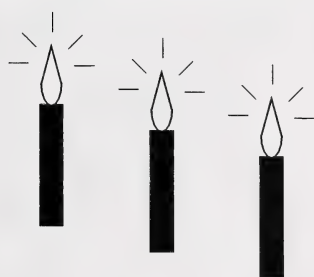
Student's Thoughts

Day 5

Assignment 1

Draw sets with **fewer** members than the ones on the **left side**.

One is done for you, as an example.



Day 5

Assignment 2

Find the sets with **1** member, and draw lines from them to the number 1. **One** is done for you, as an example.

Then print the number **1** on the line **below** and the word **one** on the following page.



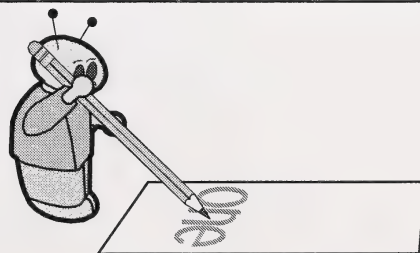
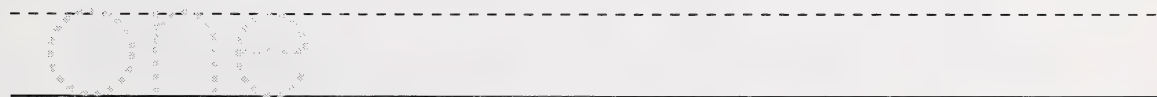
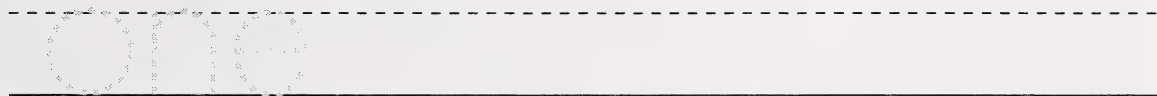
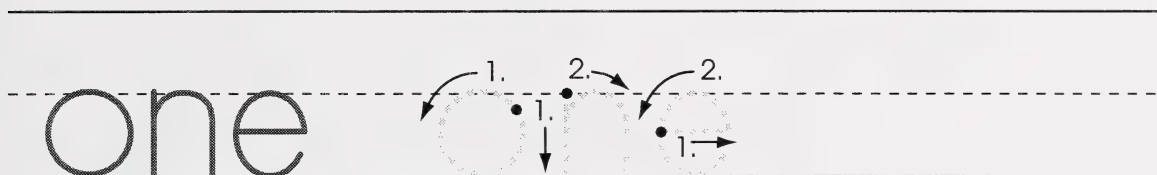
1.	1.			

Continued

Day 5

Assignment 2 (continued)

Follow the broken lines to print the word **one**. Then print the word **one** on your own.



Day 5

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify and draw sets with fewer members
- identify sets of one
- print the number **1** and the word **one**

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify and draw sets with fewer members? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify sets of one? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to print the number 1 and the word one ? |

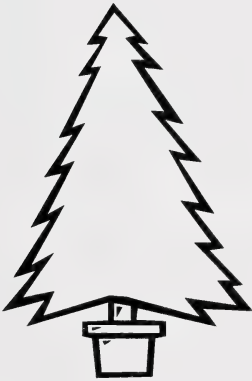
Additional Comments

Student's Thoughts

Day 6

Assignment 1

Change the number of members in the set **below** to 2.



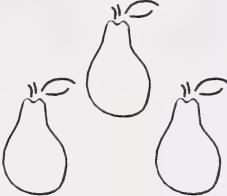

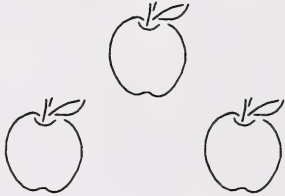
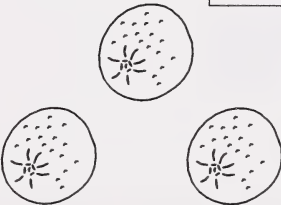
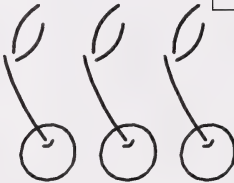




Change the number of members in the set **below** to 3.



Day 6

Assignment 2

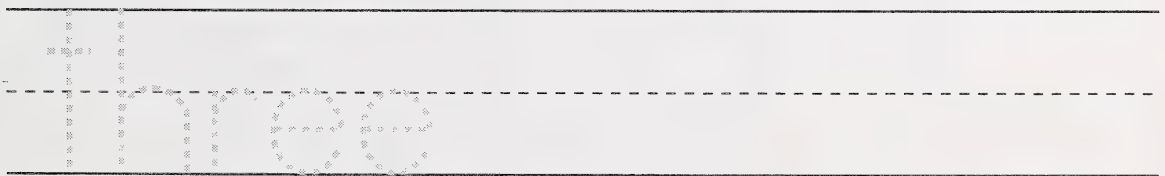
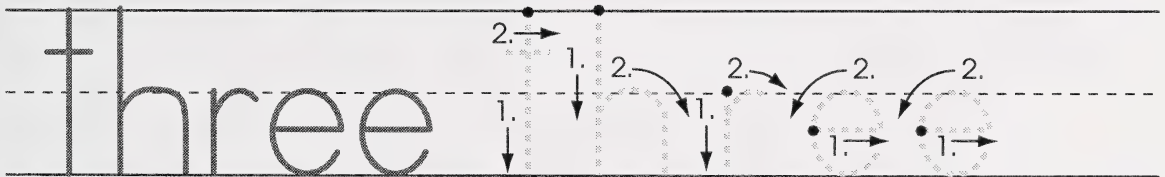
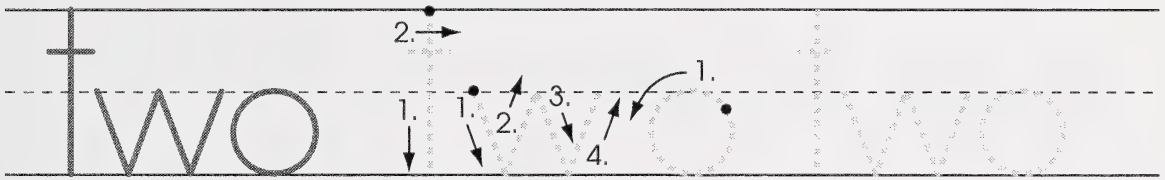
Circle the number that shows **how many** members are in each set. Then print the correct number in the box. One is done for you, as an example.

1 2 3  3	1 2 3  	1 2 3 
1 2 3  	1 2 3  	1 2 3 
1 2 3  	1 2 3  	1 2 3 

Day 6

Assignment 3

Follow the broken lines to print the word **two** and the word **three**. Then print these words on your own.



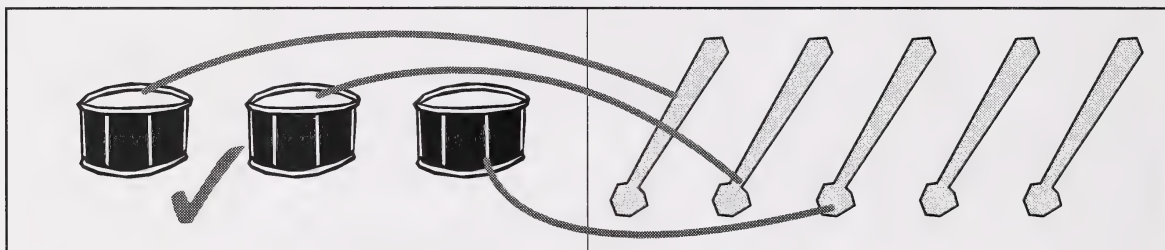
Day 7

Assignment 1

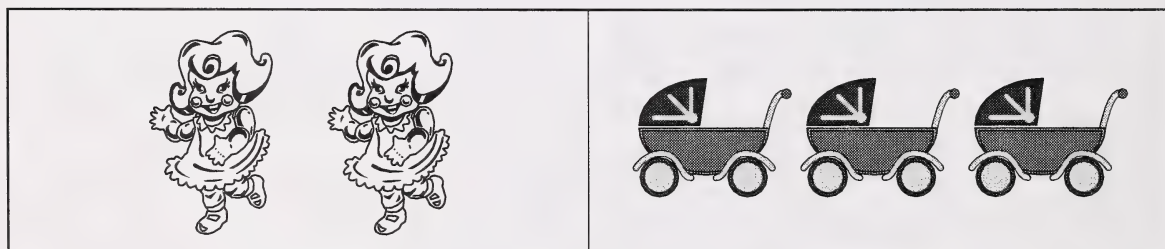
Draw lines to match the members of the sets. Then put a check mark on the set with **fewer** or **more** members.

One is done for you, as an example.

Match **each** drum to 1 drumstick. Place a check mark (✓) on the set with **fewer** members.



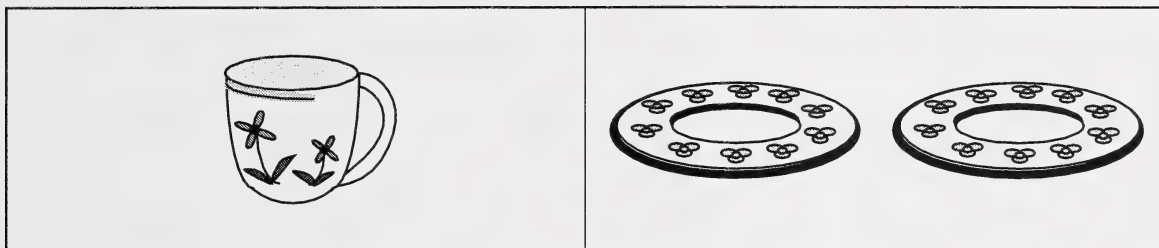
Match **each** doll to 1 buggy. Put a checkmark (✓) on the set with **more** members.



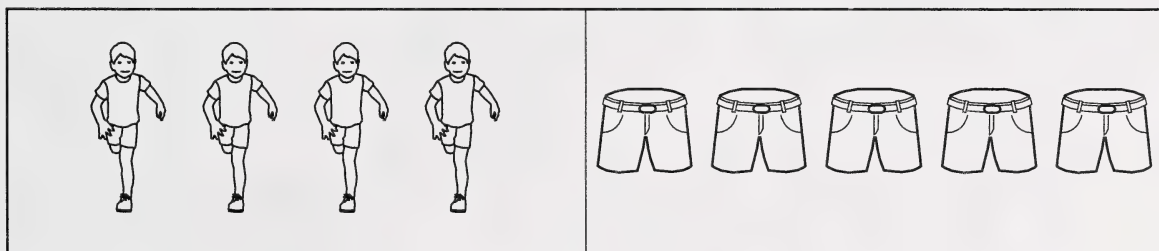
Continued

Day 7 Assignment 1 (continued)

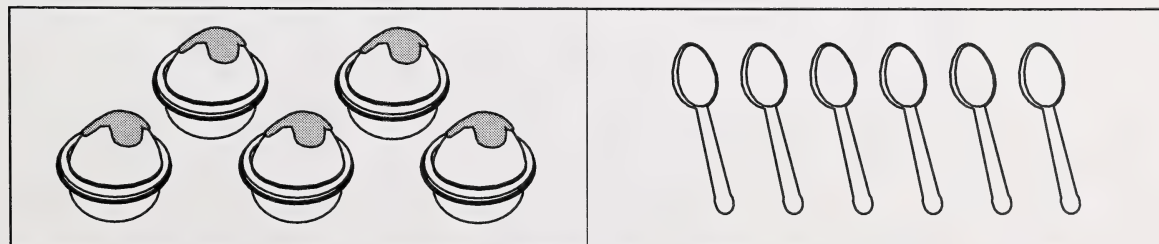
Match the cup to 1 plate. Put a check mark (✓) on the set with **fewer** members.



Match **each** boy to 1 pair of shorts. Put a check mark (✓) on the set with **more** members.



Match **each** ice cream to 1 spoon. Put a check mark (✓) on the set with **fewer** members.



Day 7

Assignment 2

Step 1: Place string and coloured beads or buttons in a box.

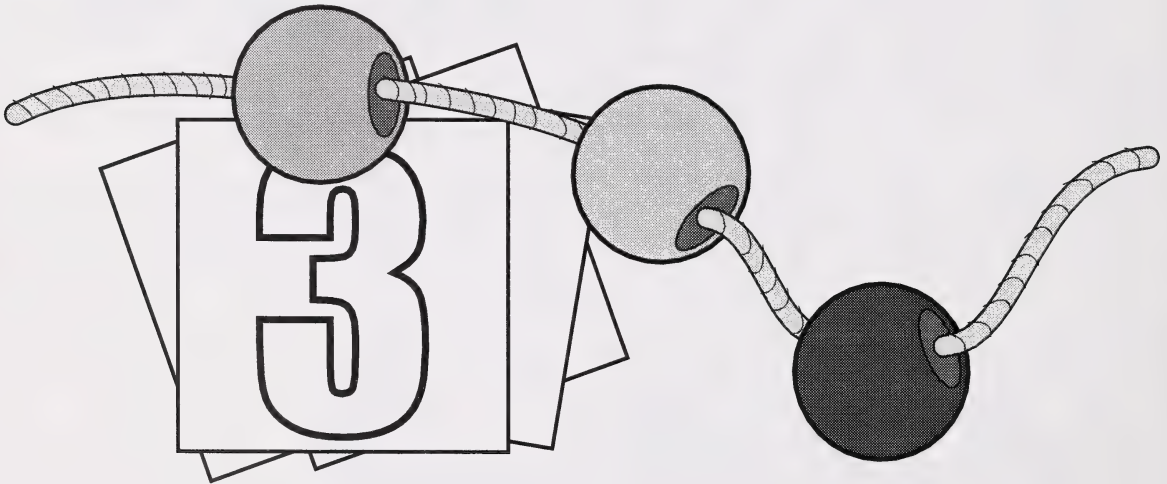
Step 2: Cut apart the 1, 2, 3 number cards on the next page.

Step 3: Place several cards face down in front of the student.

Step 4: Have the student pick a card and then string the number of beads or buttons indicated on the card.

Step 5: You and the student comment about this assignment in Day 7: Learning Log.

Save these number cards in an envelope for future activities.



Continued

Day 7**Assignment 2** (continued)

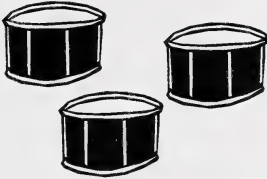


1	2	3
1	2	3
1	2	3

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during Day 7: Assignment 2.

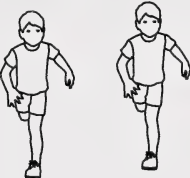
Day 7

Assignment 3



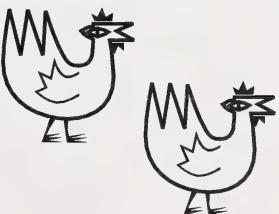
How many objects are in each box? Print the number. One is done for you, as an example.

 <div data-bbox="286 638 352 709">3</div>	 <div data-bbox="615 638 681 709"></div>	 <div data-bbox="940 638 1006 709"></div>
---	--	--

Each box **below** has a number. Draw a set of objects with that number of members. One is done for you, as an example.

 <div data-bbox="296 1107 322 1143">2</div>	<div data-bbox="629 1107 647 1143">1</div>	<div data-bbox="954 1107 976 1143">3</div>
--	--	--

Each box **below** has a set of objects and a number. In each set, circle a subset with that number of members.

 <div data-bbox="296 1561 318 1591">2</div>	 <div data-bbox="621 1561 642 1591">3</div>	 <div data-bbox="950 1561 967 1591">1</div>
---	---	--

Day 7

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- understand the terms **fewer** and **more**
- draw sets of one to three members
- identify sets and subsets of one to three members
- identify and print the numbers **1** to **3**

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Does the student understand the terms fewer and more ? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify sets and subsets of one, two, and three members? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify and print the numbers 1, 2, and 3 ? |

Additional Comments

Student's Thoughts

Day 8

Assignment 1

Notes to the Home Instructor

Carefully remove this page, and set it beside the following page.

Cover all the sets except the one the child is working on, so that there are no distractions.

Then begin the dialogue.

Look at this **large** set of ducks.

One subset of 2 ducks has been circled for you.

Find **other** subsets of 2 ducks, and put a circle around **each** subset.

Try to find **at least** 4 subsets.

How many subsets of 2 ducks can you find and circle?

When at least four subsets of ducks have been circled, have the student circle **as many** subsets as possible of

- 4 pigs
- 1 lamb
- 3 chickens

































































































Give the student help where needed.

Continued

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during Day 8: Assignment 1.

Day 8

Assignment 1 (continued)

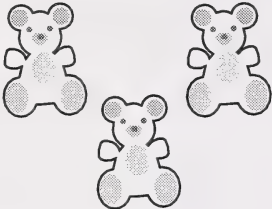
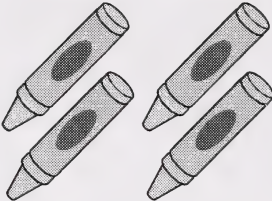
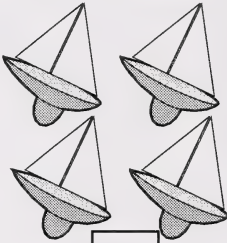
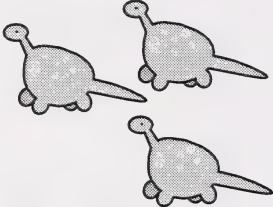
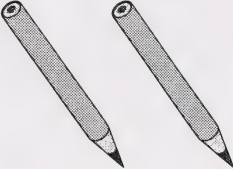

   	   
   	   
   	   
   	   
   	   
   	   
   	   
   	   
   	   
   	   
   	   
   	   

Day 8


Assignment 2

How many objects are in each box? Print the number.

One is done for you, as an example.

 <div data-bbox="375 714 444 781">3</div>	 <div data-bbox="704 714 773 781"></div>	 <div data-bbox="1033 714 1102 781"></div>
 <div data-bbox="375 1037 444 1104"></div>	 <div data-bbox="704 1037 773 1104"></div>	 <div data-bbox="1033 1037 1102 1104"></div>

Each box below has a number. Draw a set of objects with that number of members. One is done for you, as an example.


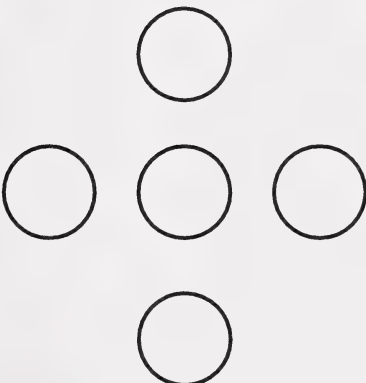
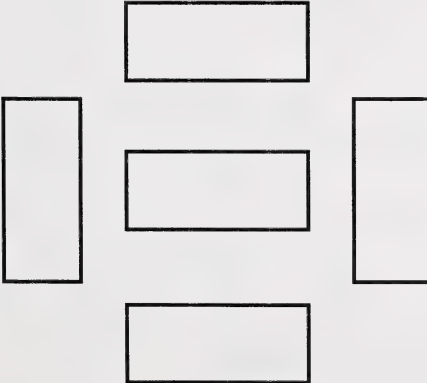
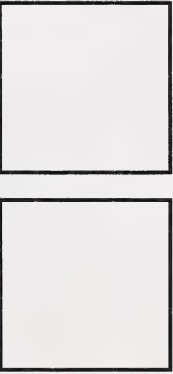
 <div data-bbox="392 1539 418 1575">2</div>	<div data-bbox="721 1539 747 1575">4</div>	<div data-bbox="1050 1539 1076 1575">3</div>
---	--	--

Continued

Day 8

Assignment 2 (continued)

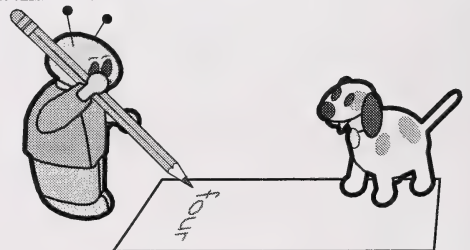
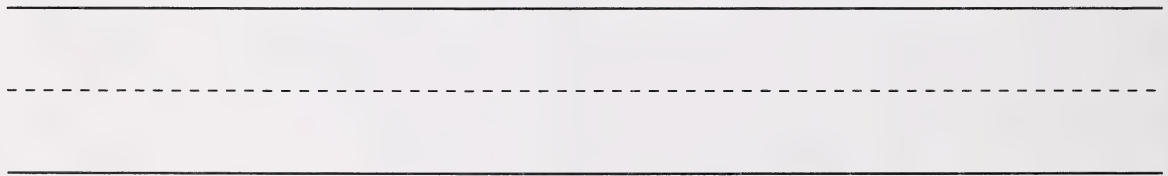
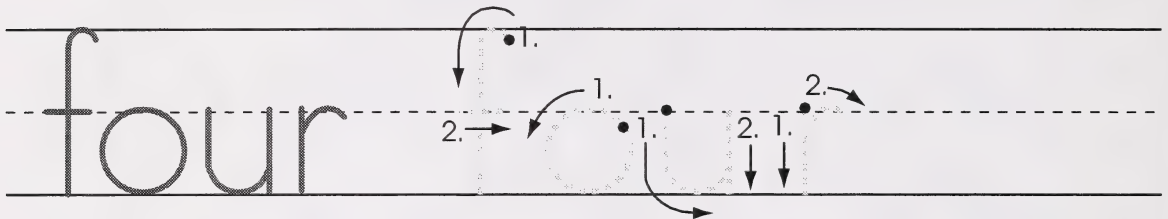
Each box below has a set of objects. A number is also in each box. Colour a subset that has **the same** number of members as the number.

 2	 4
 3	 1

Day 8

Assignment 3

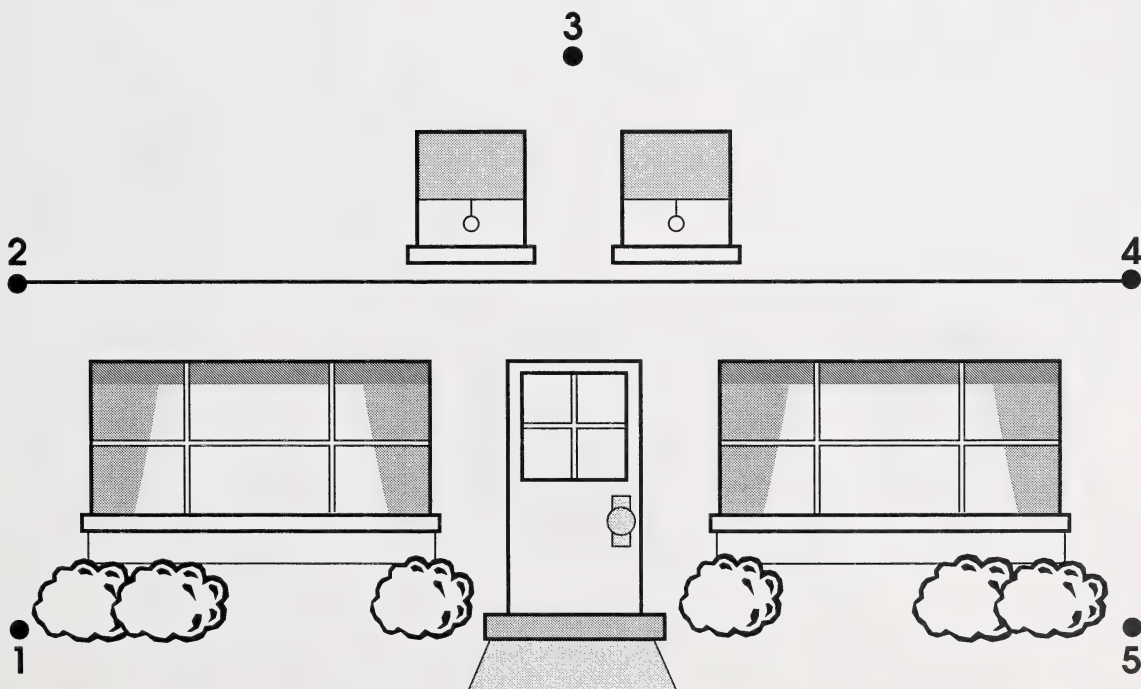
Follow the broken lines to print the word **four**. Then print the word **four** on your own.



Day 9

Assignment 1

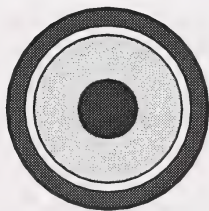
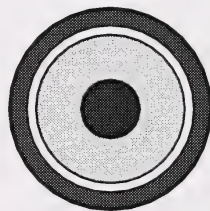
Connect the number dots with **straight** lines.



Day 9

Assignment 2

Connect the number dots with **straight** lines.

2
●3
●1
●4
●

Day 9

Assignment 3






Colouring Subsets from Sets of Four and Five Members

Note: Colour each labelled crayon in the instruction below, and colour the example sets before the student begins the assignment.

Use red  and yellow  in each set **below**.

Colour each group of **4** in a different way to make 2 subsets.
Then print the number of each subset on the line given.

One is done for you, as an example.

				
<u> 1 </u> red	<u> </u> red	<u> </u> red	<u> </u> red	<u> </u> red
<u> 3 </u> yellow	<u> </u> yellow	<u> </u> yellow	<u> </u> yellow	<u> </u> yellow

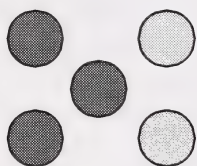
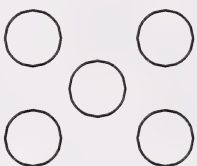
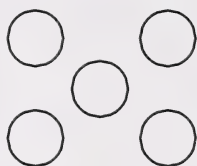
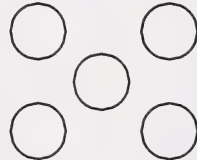
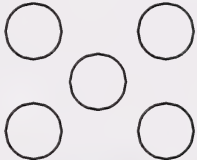
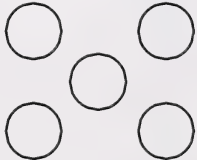
Continued

Day 9

Assignment 3 (continued)

Colour each group of **5** in a different way to make 2 subsets.
Then print the number of each subset on the line given.

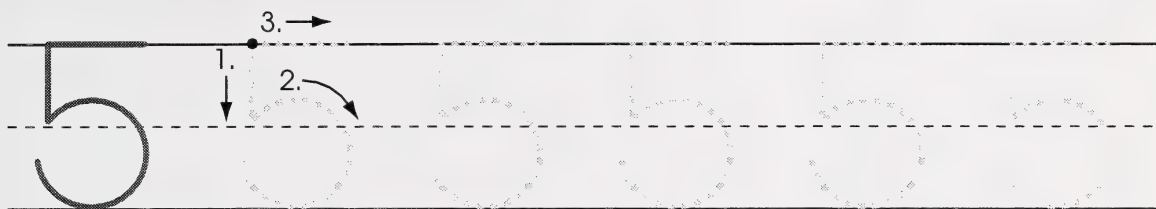
One is done for you, as an example.

 3 red 2 yellow	 ___ red ___ yellow	 ___ red ___ yellow
 ___ red ___ yellow	 ___ red ___ yellow	 ___ red ___ yellow

Day 9

Assignment 4

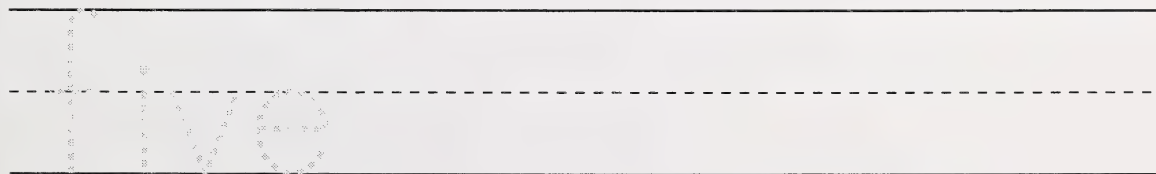
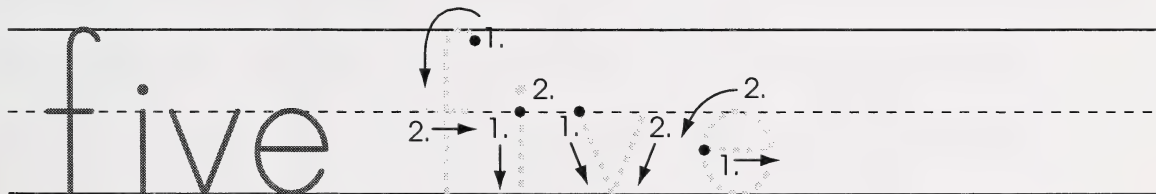
Follow the broken lines to print the number **5**.



Print the number **5** on your own to fill the line **below**.



Follow the broken lines to print the word **five**. Then print the word **five** on your own.



Day 9

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify sets and subsets of one to five members
- print the number **5** and the word **five**
- count and connect numbers to five

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Was the student able to identify sets and subsets of one to five members?

☐ yes ☐ not yet Was the student able to print the number 5 and the word five?

☐ yes ☐ not yet Was the student able to count and connect numbers to five?

Additional Comments

Student's Thoughts

Grade One Mathematics – Assignment Booklet 1A

Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

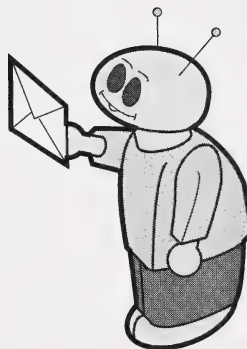
☐

Mathematics Assignment Booklet 1A

Day 9

☐

My Number Booklet



AL-8-2008-15
M0 200
2-3 0-1

Grade One

Mathematics Module 1



Assignment Booklet 1B



**Distance
Learning**

FOR TEACHER'S USE ONLY

Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for

Students



Teachers



Administrators

Home Instructors



General Public

Other

Grade One Mathematics
Assignment Booklet 1B
Module 1
Learning Technologies Branch
ISBN 0-7741-1780-X

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Grade One Mathematics – Assignment Booklet 1B

Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you
will appear like this.

Text for you and the student
will appear like this.

Mathematics 1

Assignment Booklet 1A

Day 4

Assignment 2 (continued)

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


Step 3: Give the student two black and two white sheep pictures and the field picture from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story:

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

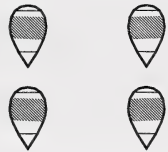
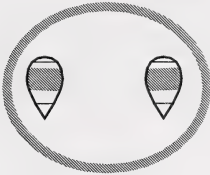
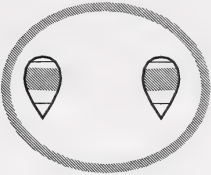

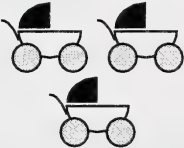

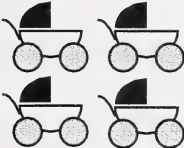
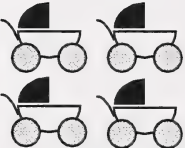





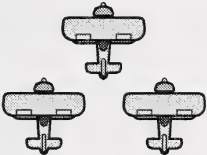




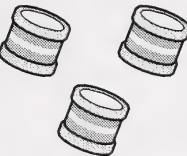







How do you know?

Draw lines to **match** the members of each set to find out.

15Continued

Day 10

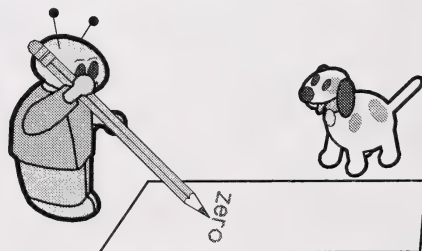
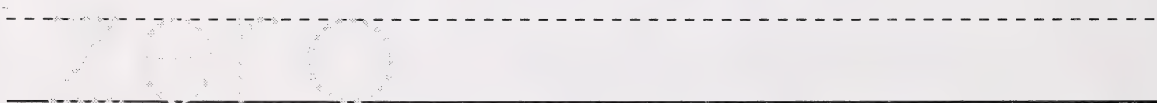
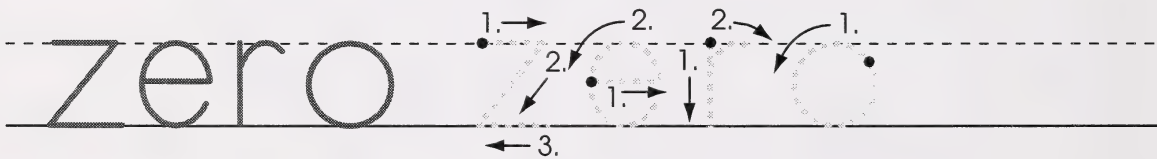
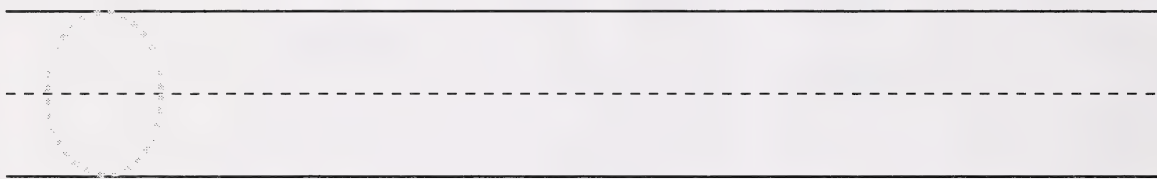
Assignment 1

Circle sets of 2.				
Circle sets of 4.				
Circle sets of 3.				
Circle sets of 1.				
Circle sets of 4.				
Circle sets of 5.				
Circle sets of 0.				

Day 10

Assignment 2

Follow the broken lines to print the number **0** and the word **zero**. Continue your printing to fill each row.

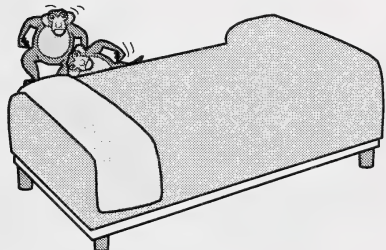


Day 10**Assignment 3**

Draw and print a number story using the number in each box.

One is done for you, as an example.

Help the student print the story, if necessary.



0

2 monkeys are falling off a bed.
0 monkeys are on the bed.

3

5

Day 10

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify sets with zero to five members
- print the number **0** and the word **zero**
- create number stories using the numbers zero to five

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to identify sets with zero to five members? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to print the number 0 and the word zero ? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to create number stories using the numbers zero to five? |

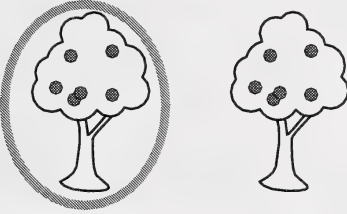
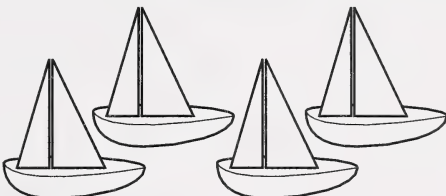
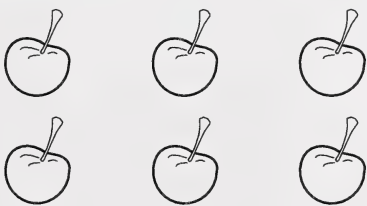
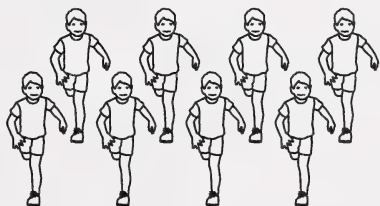

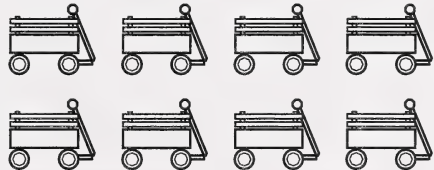
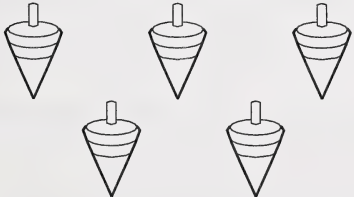
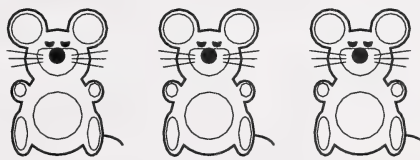

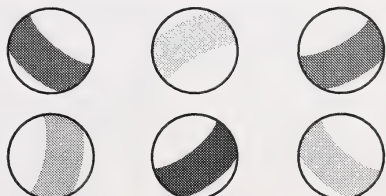
Additional Comments

Student's Thoughts

Day 11

Assignment

In each box, circle a subset with **the same** number of members as the number shown. One is done for you, as an example.

 <div data-bbox="546 555 631 643">1</div>	 <div data-bbox="1118 555 1204 643">3</div>
 <div data-bbox="546 784 631 873">5</div>	 <div data-bbox="1118 784 1204 873">4</div>
 <div data-bbox="546 1031 631 1120">1</div>	 <div data-bbox="1118 1031 1204 1120">5</div>
 <div data-bbox="546 1261 631 1349">0</div>	 <div data-bbox="1118 1261 1204 1349">2</div>
 <div data-bbox="546 1490 631 1578">4</div>	 <div data-bbox="1118 1490 1204 1578">3</div>

Day 11

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify subsets with one to five members

Check **yes** or **not yet** for the question.

☐ yes ☐ not yet Was the student able to identify subsets with one to five members?

Additional Comments

Student's Thoughts

Day 12

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify sets with more or fewer members
- order events

Check **yes** or **not yet** for each question.

- ☐ yes ☐ not yet Was the student able to identify sets with more members?
- ☐ yes ☐ not yet Was the student able to identify sets with fewer members?
- ☐ yYes ☐ not yet Was the student able to order events?

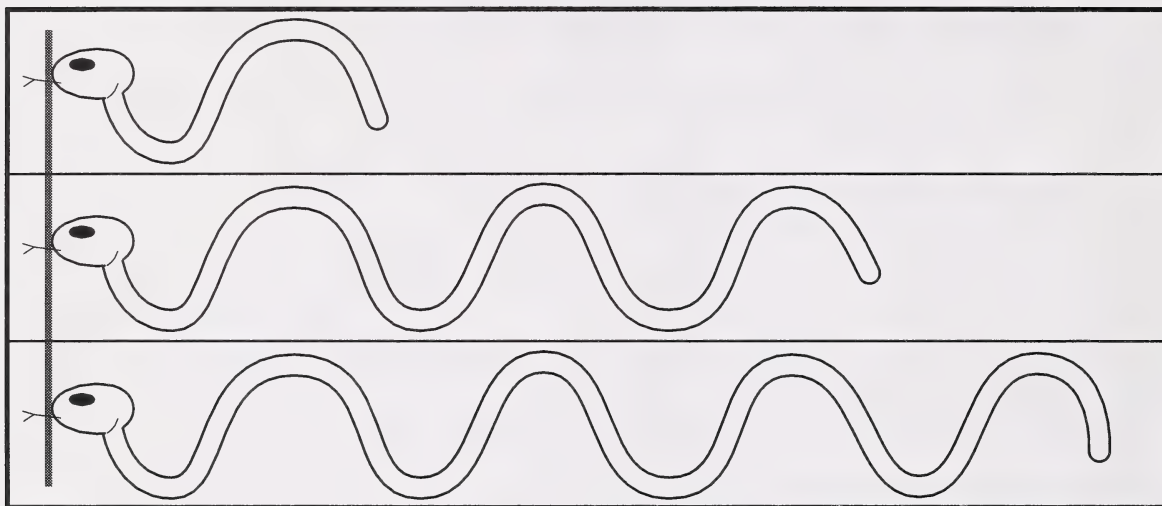
Additional Comments

Student's Thoughts

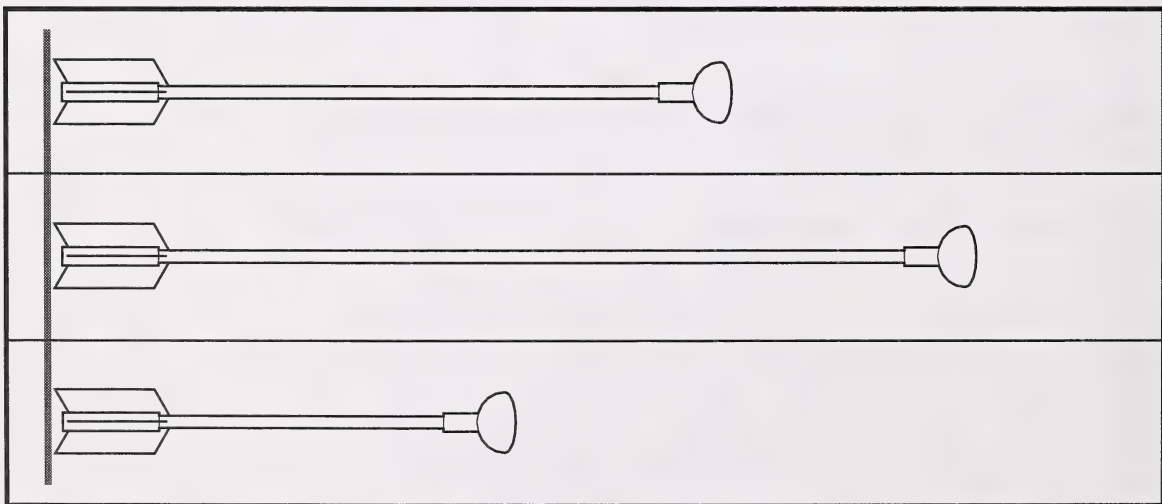
Day 13

Assignment

Which snake is the **longest**? Circle it.



Which arrow is the **shortest**? Circle it.

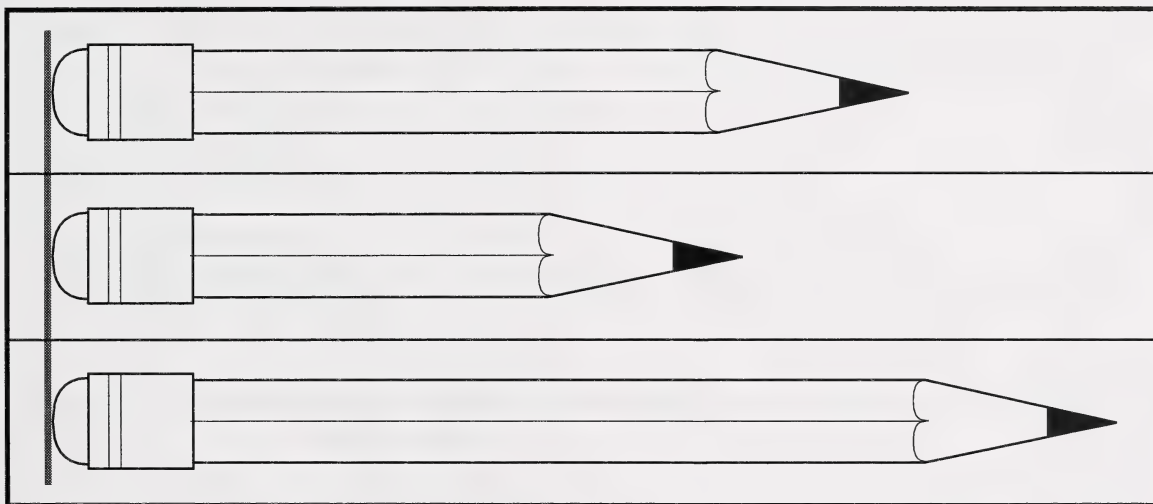


Continued

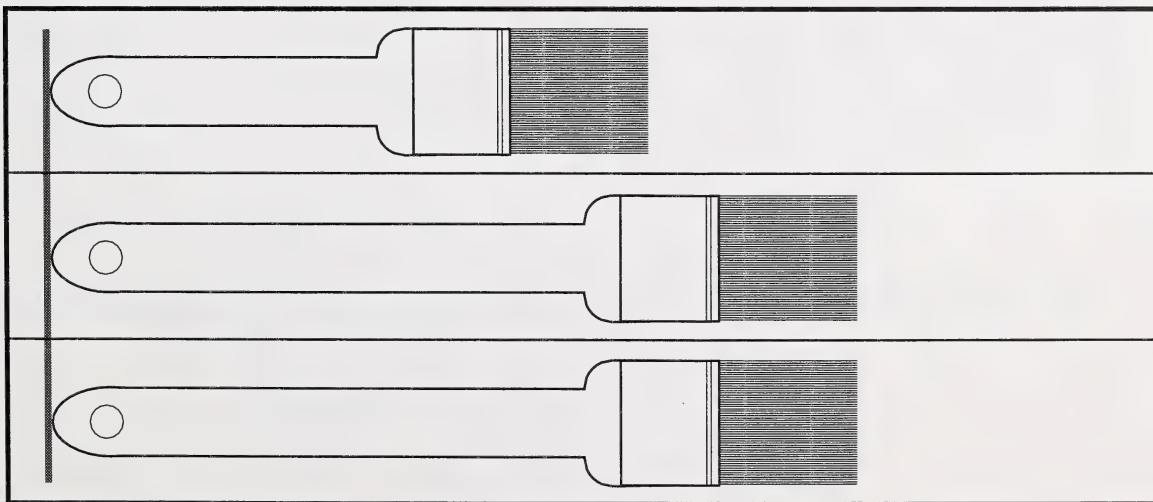
Day 13

Assignment (continued)

Which pencil is the **shortest**? Circle it.



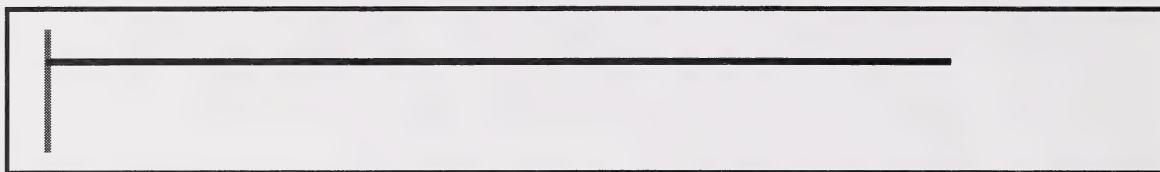
Which paint brushes are **the same**? Circle them.



Continued

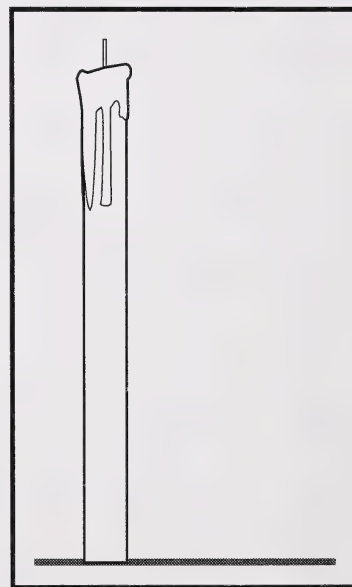
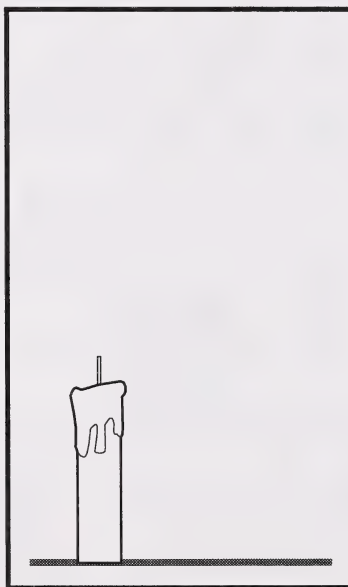
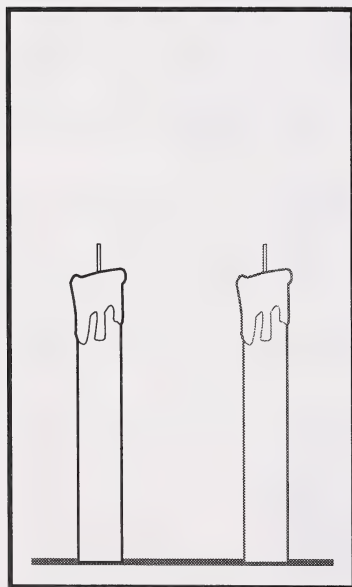
Day 13**Assignment** (continued)

Draw a line that is **the same length** as the one shown **below**.



In each box, draw another candle that is **the same length**.

One has been done for you, as an example.



Day 13

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- understand the concept of measurement
- identify objects of the same length
- identify objects that are shorter and longer

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student aware that objects have measureable properties? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to compare the length of one object to that of another? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify objects of the same length? |

Additional Comments

Student's Thoughts

Day 14

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- understand the concepts of **longer than** and **shorter than**
- identify objects of about the same length

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Is the student able to identify the longer object?

☐ yes ☐ not yet Is the student able to identify the shorter object?

☐ yes ☐ not yet Is the student able to identify objects of about the same length?

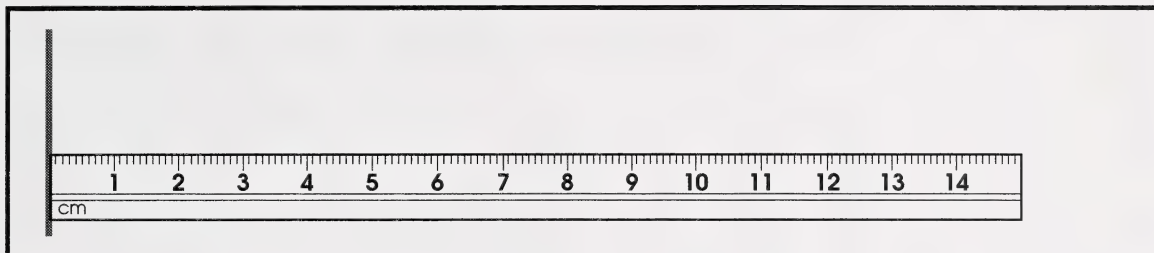
Additional Comments

Student's Thoughts

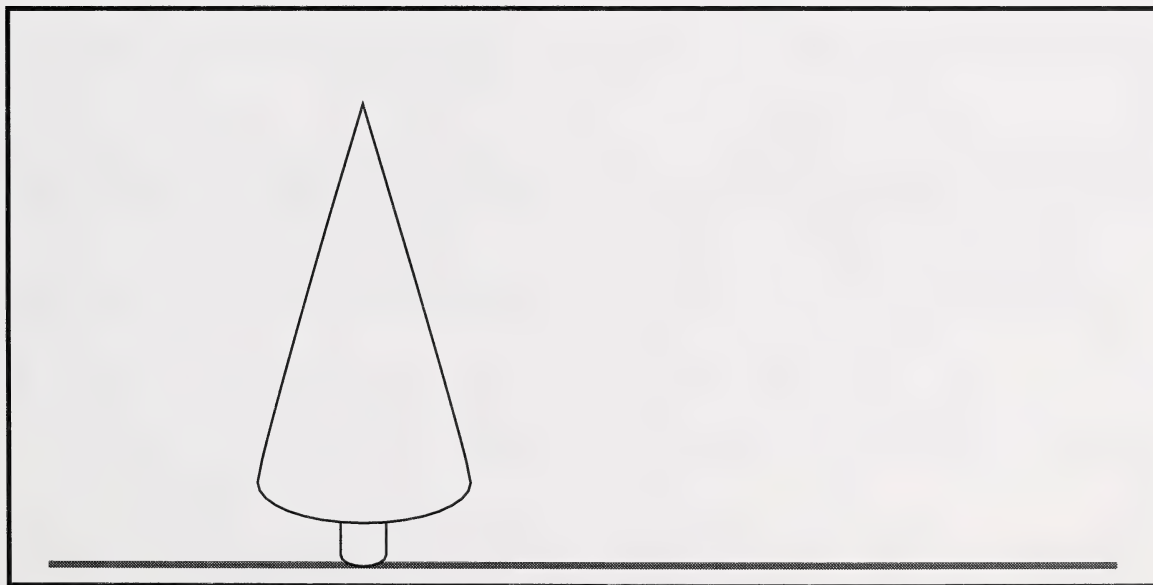
Day 15

Assignment

Draw a ruler that is **longer**.



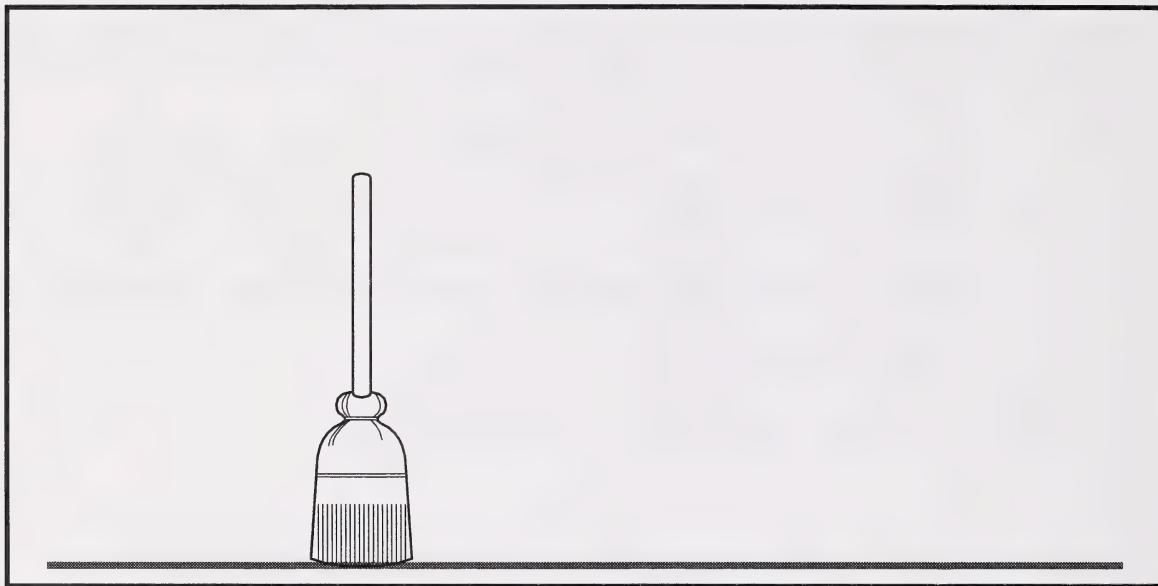
Draw a tree that is **shorter**.



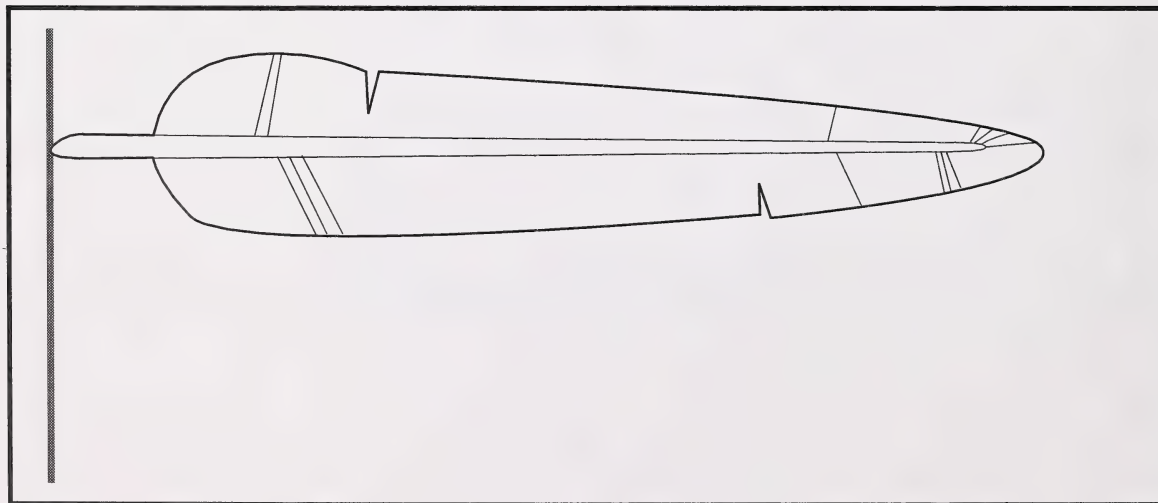
Continued

Day 15 Assignment (continued)

Draw a broom that is **taller**.



Draw a feather that is **shorter**.



Day 15

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify the shorter or taller object
- order objects by height

Check **yes** or **not yet** for each question.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify the shorter object? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify the taller object? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to order objects from shortest to tallest and from tallest to shortest? |

Additional Comments

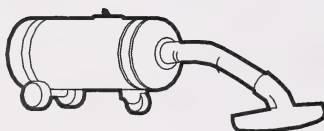
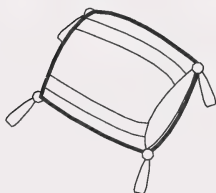
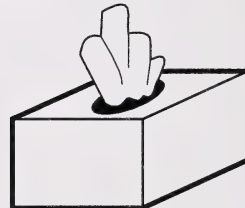
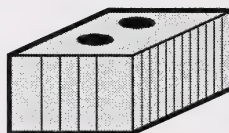
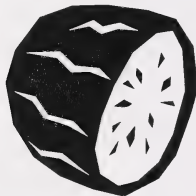
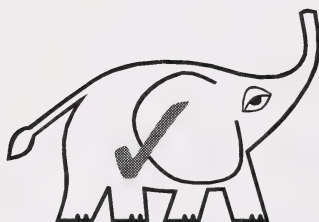
Student's Thoughts

Day 16

Assignment 1

Put a check mark (✓) on the **heavier** thing in each box.

One has been done for you, as an example.



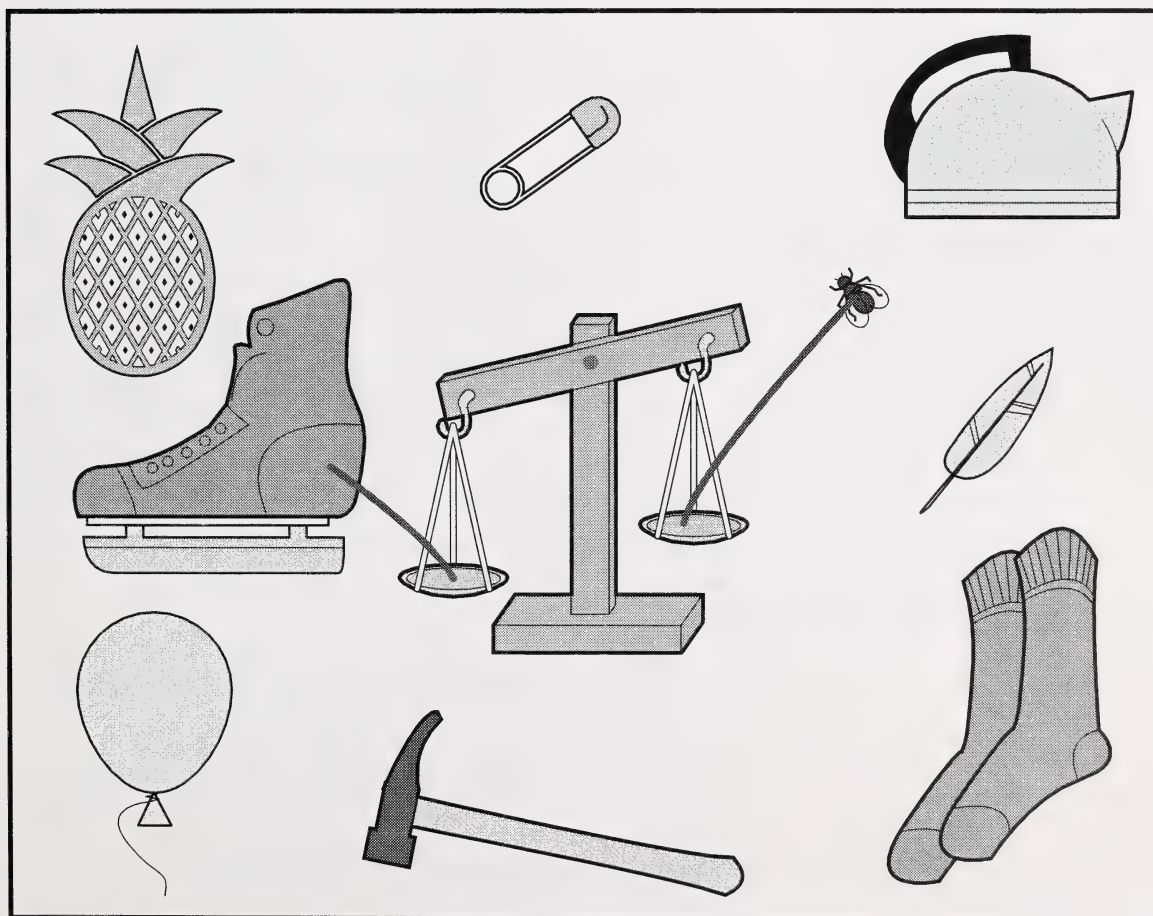
Day 16

Assignment 2

Draw a line from each object to the side of the **balance scale** where it belongs.

Remember that a **heavier** object puts the scale in a lower position and a **lighter** object puts the scale in a higher position.

A heavier example and a lighter example have been done for you.



Day 16

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify heavier and lighter objects
- order objects by weight

Check **yes** or **not yet** for each question.

- ☐ yes ☐ not yet Is the student able to identify the heavier object?
- ☐ yes ☐ not yet Is the student able to identify the lighter object?
- ☐ yes ☐ not yet Is the student able to order objects from lightest to heaviest?

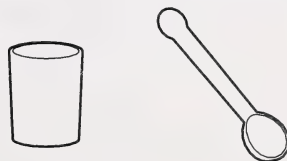
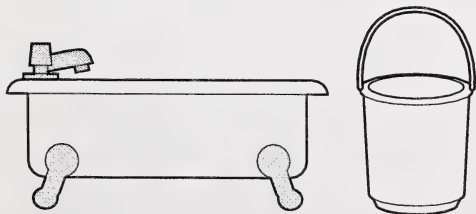
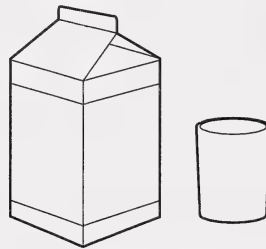
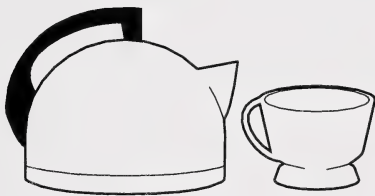
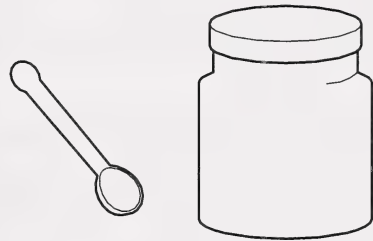
Additional Comments

Student's Thoughts

Day 17

Assignment

In each box, put a check mark (✓) on the container that holds **more**.



Day 17

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify containers that hold more
- identify containers that hold less

Check **yes** or **not yet** for each question.

☐ yes ☐ not yet Is the student able to identify containers that hold more?

☐ yes ☐ not yet Is the student able to identify containers that hold less?

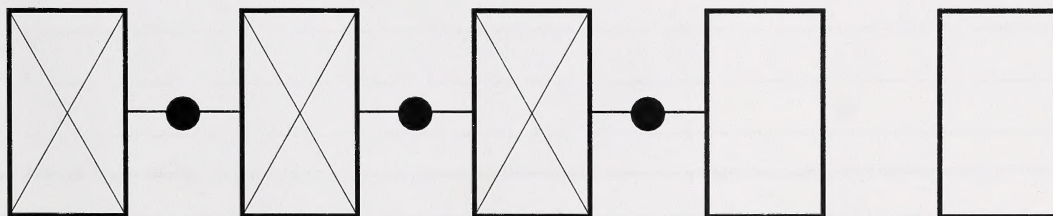
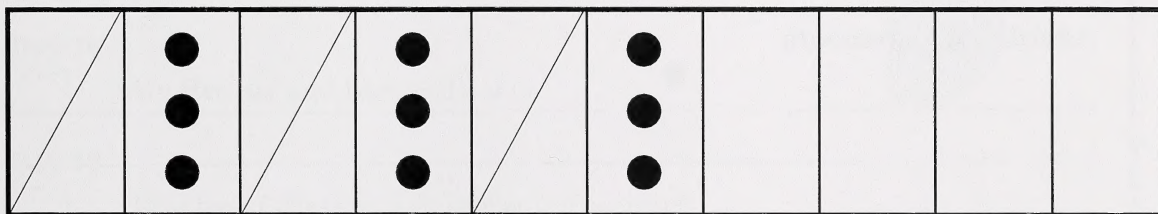
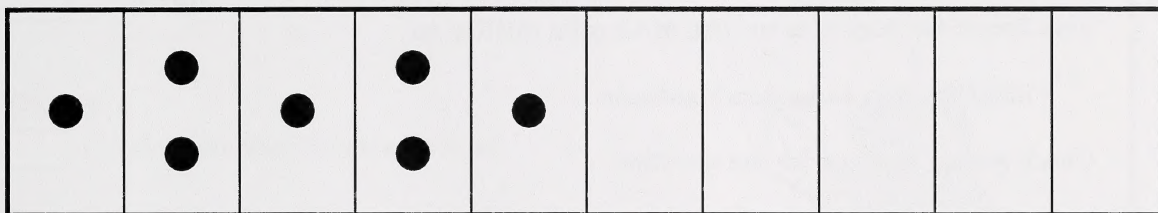
Additional Comments

Student's Thoughts

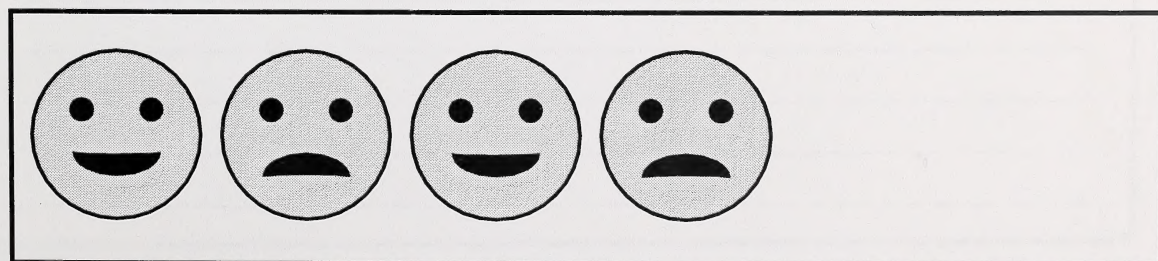
Day 18

Assignment

Finish the patterns.



Draw pictures to show what comes next.



Day 18

Learning Log

Home Instructor's Comments

The focus for today is on the student's ability to

- identify, copy, and extend patterns

Check **yes** or **not yet** for the question.

☐ yes ☐ not yet Is the student able to identify, copy, and extend patterns?

Additional Comments

Student's Thoughts

Grade One Mathematics – Assignment Booklet 1B

Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐

Mathematics Assignment Booklet 1B

Day 11

☐

My Sets and Subsets Booklet

Day 12

☐

My Fewer, More, and Equivalent Booklet

Day 16

☐

My Heavier and Lighter Booklet

Day 17

☐

Number of Glasses in Each Container graph

